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History of Colonization. By HENRY C. MORRIS. New York: The Macmillan Company; 2 vols. Pp. xxiv + 842. Price, \$4.

IN two volumes Mr. Morris has given to the American and English public a résumé of history from the earliest times to the present day. The first volume contains brief accounts of all of the great colonial movements except those of the English nation; the second volume is devoted almost entirely to English experience. The materials collected are presented under three main divisions, following the usual divisions of general history, viz., Ancient, Mediæval, and Modern. One hundred and twenty-six pages are given to the colonial history of Phœnicia, Carthage, Greece, and Rome. The middle period treats of the colonies of the Italian Republic, Amalfi, Pisa, Florence, Genoa, and Venice. In the modern period are taken up the colonial experiments of Portugal, Spain, the Netherlands, and France.

The breadth of the undertaking has precluded the author from going into minute detail or even treating special features exhaustively. Mr. Morris does not claim to have worked from original sources; he takes leading historical works as the basis and authority for his own. Neither can he lay claim to any originality in presentation except in having brought together in convenient form what otherwise would be inaccessible to the general reader, or even to the general student except as found in the many works from which he has drawn. The American public is at the present time interested in knowing the experience of other countries in colonization. Mr. Morris has performed a distinct service. More than all else we are interested in English experience; to this he has properly devoted one whole volume. The plan of presentation, as announced in the introduction, is a good one, that of inquiry into: (1) The Causes of Colonial Origin; (2) Objects of Colonization; (3) Conditions in the Present State and Colony; (4) Methods of Colonization; (5) Systems of Government Applied to the Colony; (6) Period and Course of Development; (7) The Cost of Colonization to the Mother Country; (8) Advantages Derived and Disadvantages Accruing; (9) Causes Leading to Separation in the Establishment of Independent States; (10) Relations Existing between Former Parent State and Separated Colony.

Unfortunately the author has not at all times followed this outline, and one leaves the work somewhat disappointed after having his hopes raised by the author's introductory note.

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Constructive Form Work. An Introduction to Geometry for Grammar Grades. By William N. Hailmann. Size $8 \times 5\frac{1}{2}$ in.; 60 pages. Boston: C. C. Birchard & Co.

NOTES ON BOOKS

Greek History, by Professor Heinrich Swodaba and translated by Lionel D. Barnett, is one of the latest of that valuable series known as the "Temple Cyclopædic Primers." It was a great task to compress the history of Greece into less than 200 pages, but the attempt has been successful, though the style suffers somewhat. The Macmillan Company publishes it at the usual price of 40 cents.

WELL printed, well illustrated, and interesting throughout is *The Boy General*, in which Mary E. Burt has gleaned from Mrs. Custer's wonderful books a life of General Custer. Such books as this are needed in our schools in this era of supplementary readers. It does not bear the traditional earmarks of a schoolbook either inside or outside, and it would be an excellent gift book for a boy in the grammar grades. Scribners publish it at 60 cents.

The Listening Child is the appropriate title for a charming anthology gathered by Lucy W. Thacher. This is the best collection of verse suitable for children that we have yet seen. It is not a mere aggregation, as is too commonly the case, but it is intelligently discriminating, having in mind the fact that it is for children, and preserves a dignified standard, leaning neither to mere sentimentality nor to philosophic abstruseness. This book cannot fail to be useful to the teachers in all grades of our schools. It would form an excellent introduction to Palgrave's *Golden Treasury*. Macmillan & Co. publish it at 50 cents.

IF our teachers would read such a book as *Outlines of the History of the English Language* by T. N. Toller, of Owens College, Manchester, there might be more interest in the study of English grammar in our schools. As President Faunce so aptly put it in a recent address, "To be interested is to be interesting," and the great reason for the dry, lifeless teaching of this important subject is the lack of knowledge and therefore of interest on the part of the teacher. He who contents himself with things as they are and seeks not to know their causes cannot expect to interest, to suggest, or to inspire. This is a useful handbook for the interested teacher of English. Macmillans publish it at \$1.10.

WE commented favorably above on *The Listening Child*, and the book recently brought out by President Hyde, of Bowdoin College, might very well be the second volume, for it has to do with the Speaking Child. It is called *The School Speaker and Reader* and deserves commendation from every standpoint. The "foreword to the teacher" is very suggestive, the divisions into Nature, American History, Patriotism, Enterprise and Courage, Humor, Sentiment, and Reflection, are apt and comprehensive, and variety is attained without any sacrifice of subject-matter. This will be a useful book in our high schools for that oft-abused subject of Rhetoricals. Ginn & Co. publish it at 90 cents.

WHEN Professor William Gardner Hale gave us *The Art of Reading Latin* he made the whole world of language teachers his debtors. He stirred them up to think of the possibilities, yea more, of the just demands, of their work. His eloquent protest against the formality that characterized the teaching of Latin has been supplemented by a very suggestive work by Professor H. C. Tolman, of Vanderbilt University, called *The Art of Translating*. This is a book which every teacher of a foreign language should have in his library and should make accessible to the students in his classes. It will be suggestive to the teacher and alluring to the pupil—alluring because it shows him what translation really means, not a labored process of determining word equivalents, but rather the comprehension of the thought and an appreciation of its beauty and its significance. The boy who translates Virgil or Catullus in the "word forward" style naturally wonders wherein lies all the beauty which perchance the teacher tells him people have found in these poets. If, however, he stumbles upon some of the translations by Conington or Tyrrell, there is a new world opened up to him. It is Mr. Tolman's purpose to show how this new world ought to be opened up to every student, and his book is necessary to the teacher of modern languages as well as to the teacher of classics. B. H. Sanborn & Co., of Boston, publish it at 70 cents.